Instructor:  Dr. Katie Rommel-Esham
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Web Page:  http://www.geneseo.edu/~rommel  Office:  South Hall, 229B
Campus Inclement Weather Information:  585.245.6666

Office Hours:  Tuesday 1:00 – 3:00 PM, Thursday 12:00 – 1:00 PM and by appointment. No appointment is necessary during scheduled office hours.

Class Meeting:  South 233, Tuesday 5:00 – 7:30 PM

Final Exam Time:  Tuesday, 22 December, 6:45 – 9:45 PM


Grading:  There will be no "curving" of grades, and the cut scores listed below are those to which I will strictly adhere.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>190-200 A</td>
</tr>
<tr>
<td></td>
<td>180-189 A-</td>
</tr>
<tr>
<td>Very Good</td>
<td>176-179 B+</td>
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<tr>
<td></td>
<td>164-175 B</td>
</tr>
<tr>
<td></td>
<td>160-163 B-</td>
</tr>
<tr>
<td>Minimally Satisfactory</td>
<td>156-159 C+</td>
</tr>
<tr>
<td></td>
<td>144-155 C</td>
</tr>
<tr>
<td>Failure</td>
<td>0-143 E</td>
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</tbody>
</table>
Point Values for Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article review:</td>
<td>10 pts</td>
</tr>
<tr>
<td>In class activities:</td>
<td>30 pts</td>
</tr>
<tr>
<td>ERIC search lists:</td>
<td>5 pts</td>
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<tr>
<td>Research reference list:</td>
<td>10 pts</td>
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<tr>
<td>Abstract/critique:</td>
<td>40 pts</td>
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<tr>
<td>Research synthesis:</td>
<td>75 pts</td>
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<tr>
<td>Synthesis presentation:</td>
<td>20 pts</td>
</tr>
<tr>
<td>Participation &amp; Professionalism:</td>
<td>10 pts</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>200 pts</td>
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</tbody>
</table>

Class Participation and Professionalism

Class participation is an integral part of this course. Imbedded within this category is also the idea of professionalism. Students are expected to display a professional attitude at all times. This includes, but is not limited to staying awake and being attentive during class, recognizing and respecting the opinions of others (even if they differ from your own), and providing relevant contributions to class discussions. Students are also expected to participate in all class activities and class discussions. Individual and group activities will be assigned during class meetings, and most will be completed during that class period. These will not always be announced ahead of time, therefore attendance is encouraged. Activities will include hands on experiences, reading and discussion activities, and presentations and are an integral part of class participation and **may not be made up.**

Participation will be recorded, in part, according to the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate shows evidence of having gone beyond what is required for the course</td>
<td>Excellent</td>
</tr>
<tr>
<td>Candidate demonstrates initiative in class to advance discussions and activities by asking questions, offering opinions, etc. (Note that this goes beyond merely attending class and participating in partner/group work!)</td>
<td>Satisfactory-Very Good</td>
</tr>
<tr>
<td>Candidate completes activities, answers questions when called on, and turns in assignments on time</td>
<td>Marginal-Minimum Competency</td>
</tr>
<tr>
<td>Candidate does not complete activities, turns in assignments late, and does not demonstrate adequate understanding of course content</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Academic Honesty

Attempting to take credit for work that is not yours or is not adequately cited (e.g., copying word for word from a journal article) is a serious ethical violation. Violations may result in an automatic E for the course and may be cause for further disciplinary actions. For additional details or guidance, please contact me.
Grade Appeal Policy
Upon receiving graded assignments, please take time to read my comments. If you are concerned about the grade you have earned on an assignment, you are welcome to write a grade appeal and/or to see me to discuss the matter. Grade appeals (with complete justification for concern and the graded assignment) must be submitted to me in writing within one week of the return of the assignment. After the one-week period has passed, grade appeals will not be considered. Remember, there is no extra credit.

General Information
On many nights we will complete activities related to the content we are discussing. You may earn up to five points for each of those activities, however you must be present in class on the night that we complete them in order to receive credit. Please do not ask for exceptions to be made to this policy.

In this section of Education 604, topics will be explored through the use of lectures, discussions, out-of-class assignments, presentations by class members, and hands-on activities. Everyone in the class will have completed an in-depth research project and has valuable information to share. Please realize that you are learning regardless of whom is presenting information to the class!

The general format of the class meeting will be that of a seminar. All students are expected to come to each meeting prepared, that is, having completed the assigned readings and any other assignments due for that class. All course information, including assignments and PowerPoint notes for most chapters, are available at my website. Everyone in the class is expected to participate fully in all activities and discussions. Remember that part of your final grade is based on class participation – you cannot participate if you are not here! Also keep in mind that missing "just one class" amounts to missing class for the entire week.

In the event that class is canceled, the material to be covered during the canceled class will be covered during the next class meeting (this includes presentations).

No rewrites, make-up work, or extra credit work will be assigned or accepted in an attempt to "boost" grades at any time during the semester. I have set forth my expectations for you at the start of the semester so that you are aware of what you need to do as time progresses.

Many of the materials you need for this course are available at our course website and in my outbox (available through http://boxes.geneseo.edu). Please consult your course calendar in order to determine which PowerPoint notes and other documents you should bring to class each week. Rubrics are available for you information. **You must paper clip a blank copy of the rubric to each assignment when you turn it in.**

Before the second class meeting, you must complete an on-line information survey which is available at the Educ 604 page of my website. Completing this form on time counts as a class activity for purposes of class participation.
Selected Bibliography


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**STUDENTS WITH DISABILITIES STATEMENT:** Students who have documented special needs or disabilities that may affect their ability to access information and or material presented in this course are encouraged to contact Tabitha Buggie-Hunt, Office of Disability Services at 245-5112.

**National Accreditation:** The Ella Cline Shear School of Education (SOE) is seeking to continue our national accreditation for its programs through the national Council for the Accreditation of Teacher Education (NCATE). Part of this accreditation process includes reviews of samples of teacher candidates' course work by professional societies and the NCATE Board of Examiners. Therefore, your course work may be selected and used as examples to demonstrate that the learning outcomes are being addressed and achieved in this course. Please be advised that to ensure your privacy, names will be removed from the selected work. If you do not wish to participate in this process, please state your intent in writing to your professor or supervisor.

**Course Description**
This course provides an overview of various methods of inquiry and the rationale for their respective use. Candidates are introduced to research methodology and statistics commonly used in the field of education, and will learn how to use the computer to conduct and present educational research. Candidates are expected to apply skills developed in the course by writing a literature review on a topic of interest, identifying a future research question, and outlining a proposed research study.

**Learning Outcomes**
Upon successful completion of this course, candidates will be able to:
1. Recognize and identify various types of research. (GCF A2, C2)
2. Use a variety of sources to conduct educational research. (GCF A1, C1)
3. Recognize research designs commonly used in educational research. (GCF A2, C2)
4. Recognize and apply various sampling techniques used in conducting research. (GCF C2)
5. Study, apply, and interpret various descriptive and inferential statistics that are commonly used in education and special education journals. (GCF A1, A2, C2)
6. Abstract and critique research studies. (GCF A1, C2, A2, C2)
7. Evaluate and analyze an empirical research study. (GCF C2, B3, A2, C2)
8. Prepare a review of the literature, in American Psychological Association format, related to a chosen field of educational research. (GCF C2, B3, A2, C2)
9. Formulate a future research question based on gaps in the literature. (GCF C1, B3, A2, C2)
10. Identify research as source of lifelong professional development and methods to remain current regarding research-validated practice. (GCF C1, B3, A2, C2)
11. Identify organizations and publications relevant to the field of educational research. (GCF C2, B3)
GRADUATE CONCEPTUAL FRAMEWORK

Teacher as Accomplished Educator

Introduction
The Graduate Conceptual Framework extends the themes of the Undergraduate Conceptual Framework: Teacher as Scholar, Teacher as Constructivist Educator, and Teacher as Reflective Practitioner. All graduate programs are designed to add content, depth, and sophistication to the knowledge gained in undergraduate education, whether at Geneseo or elsewhere. They require mastery of oral and written discourse at the professional level, as well as facility with new and innovative uses of educational technologies. All courses in the graduate programs are taught by faculty with terminal degrees or who possess substantial and relevant professional qualifications.

Programs include:
- Literacy (B-6 and 5-12)
- Adolescence Education in Social Studies, Math, English, & Foreign Languages
- Early Childhood Education
- Speech Pathology

A. Teacher as Accomplished Scholar

Graduate programs in the School of Education are designed to extend candidate’s knowledge of research, curriculum development, assessment, and pedagogical methods that reflect the latest developments in the relevant fields of study. Graduate candidates are expected to deepen their understanding of the theoretical bases of educational practice, including philosophical, psychological, and sociological theories of education; theories of learning, curriculum development, and assessment; as well as a variety of research methodologies and their theoretical assumptions.

Candidates in graduate programs will:
1. Link content, curriculum development, assessment, & pedagogy, based on the latest developments in the field
2. Interpret and evaluate educational research

B. Teacher as Accomplished Constructivist Educator

Graduate programs in the School of Education are designed to deepen candidates’ understanding of the connections between home, school, and community in order to increase their effectiveness as constructivist educators in a variety of educational settings. Extending their knowledge of student development and multiple teaching strategies, candidates in graduate programs are expected to understand how issues of social justice affect children’s learning in a variety of settings.

This entails a critical understanding of the legal status of education under local, state, and federal legislation, as well as court cases regarding, for example, literacy education, bilingual education, special education, and early childhood education, and assessment and curriculum development. Candidates also extend their understanding of the social services available to students and their parents or primary caregivers, as well as the impact of geographical location, composition of the school population, and parents’ socioeconomic status on children’s education and family and community connections with school.

Candidates are expected to be critically aware of diversity and willing to act on the issues associated with diversity that affect children’s learning in the classroom, including gender and sexual orientation, the social construction of racial and ethnic categories, special education and inclusion, socioeconomic status, and linguistic and cultural diversity. Graduate programs in the School of Education foster candidates’ understanding of the need for teachers to become advocates for the children under their care; they also provide opportunities for candidates to develop leadership skills to advocate for children’s rights in education.

Candidates in graduate programs will:
1. Connect home, school, and community in the practice of education
2. Understand the theoretical basis of and implement educational practices that respect and welcome diversity
3. Develop leadership skills to advocate for children

C. Teacher as Accomplished Reflective Practitioner

Candidates in graduate programs are expected to use tools of critical inquiry to reflect on, accurately interpret, and implement the research of others. They are expected to conduct comprehensive library research and to design innovative research-based curriculum and to apply associated pedagogies. Candidates also are expected to use their understanding of research methodologies to design and implement their own action research or ethnographic research in local schools or other educational settings.

To this end, all graduate programs in the School of Education include a component of clinical practice that involves research and the implementation of research, through innovative pedagogies, research-based design of curriculum and assessment, or the use of new technologies.

Candidates in graduate programs will:
1. Link theory to practice
2. Design and implement action research or ethnographic research in local schools or other educational settings